Chapter 1

BACKGROUND OF THE STUDY

1.1 Introduction:

Education in each and every country supposes to be a high and prime-priority position, amalgamated with new changes and ideals to its procedure. To bring the new transformations it becomes the need of the hour to adopt and add technology to the educational system, it is essential to encourage for the better learning situations to have better contact with this technology, practice, to reinforce, to increase and to promote knowledge in different areas. The advent of the new technologies in the education system has brought new words in the academic language such as computer based learning, CALL, integrating audio-visual aids, digital class room systems, web assisted language learning, E-schools and techno schools etc.

English, over the years, became significant area in educative system and promises to be a supportive tool for this age group, even though it is impossible to accept an impact in the English Language teaching learning process yet, in the recent days it has taken itself as a second Language. Teaching of English and its process of learning has faced transformations in methodologies as well as in methods and approach, with the advancement in technology. Hence it is necessary to introduce in the classroom not only blackboard as visual resource, but also other audio-visual resources are to be used to attain the efficient development of the fundamental Linguistic macro-abilities of the English Language.
Teaching is Communication, in other words, it may be termed as more effective communication, and every time in a good communication there are three important aspects; the person is giving the information, and the same message/information that is to be passed to the receiver. In an effective communication the message must necessarily be decoded accurately, otherwise, the message becomes unclear and may differ from its originality. To shun misrepresentation the sender of the information/message must make him/her explicit and as best as possible, the information must be presented in a vivid manner. Oral reports require research writing and speaking skills as well as effective use of audio visual aids improvement or development. So it is therefore, important that teachers of English use teaching aids (or) improvise to make learning easy enjoyable and lasting.

An effective learning situation will quite an extent require the use of teaching aids. According to Froebel Frederich (1782-1852), the one who formulated the theory of play and activity as being the young child”s most powerful learning tool in all fields. Much developed countries, cities, societies and even many classy private schools here in India have incorporated this method (learning by doing) in their educational curricula and are producing a lot of benefits by doing likewise. While the aids are adequate quite enough for the younger students, it is not as relevant to advance learners because their capacity to create construct, comprehension, make deduction and make value based judgment are generally expected. The audio-visual resources help in a great and different way to all educators to obtain students” relationship with the procedure of teaching and learning so as to develop the projected outcome, including of activity based classes allow a great joint for learning and acquiring of the English language.
English became an important language and it is considered and applied as international language also known as the lingua franca of the world. Thereafter, it has acquired popularity and is being spoken and learnt by almost all people worldwide. Learning of any language is very easy if only followed by the appropriate and suitable approach. As there are numerous techniques and methods for language teaching and learning that exists, in this regards, I strongly feel that the most effective and updated method would be the audio-visual method. Because this method is suitable to almost all the classroom situation and can easily grab the attention of the learners and makes the learners to practice in an enjoyable way. So, this paper will be discussing the role of audio-visual aids in language learning.

The integration of information and communication technology in teaching is a main point of matter. It is the ensuring of quality in the teaching and learning system. In general there are two equally important reasons for integrating information technology in teaching. Learners must become familiar with the use of information technology and tools, since all jobs in the society of the future will be dependent on the technology, and information technology must be used in teaching in order to improve its quality and make it more effective.

1.2 Audio-Visual Aids:

1.2.1 Introduction:

It is usually accepted and believed that the maximum learning can takes place when the greatest numbers of senses and organs are stimulated and activated. Use of
devices/audio-visual aids will activate and stimulate and accelerate the greatest number of senses for acquiring the knowledge. Educators are most of the times unable to give students hands on or first-hand experiences and resort to the written and verbal use of terms. The experienced teachers, however, realize that the acquisition of vocabulary alone cannot provide vivid learning and acquitting experience. Best teachers are constantly on the watchful for devising methods and trying their best to incorporate devices while teaching so as to make learning meaningful and interesting. With intellectual selection and use of a variety number of instructional devices or audio-visual materials and experiences can be provided that will develop students’ comprehending capacities.

Psychologists have very long recognized and found the significance of concrete figure in teaching. Teaching tools whether audio-visual or visual or only audio materials both are valuable in the learning and teaching process as they stimulate interest and make possible the enrichment of the students” experience. And it is generally admitted by scholars that some people are able to comprehend abstractly, where as others are more dependent upon concrete materials as aids to thought and learn. It has been usually recognized that the more intellectuals the individuals are and the greater is their control for abstract thought; the lower the mentality so as better is the dependence upon visual imagery as a channel of thought.

Recent studies show that the above and below average and dull students need the use of material devices more than the bright pupils. Modern pupil are literally surrounded
with endless profusion of aids to his or her learning, such as workbooks, drill cards, graphs, pictures, maps, slides, film strips, motion pictures, radio and exhibits of all kinds.

Teaching aids which affect our organs of audibility and sight are called “Audio-Visual aids”. Naturally mind nerves receive knowledge from the auditory nerves. Action is the outcome of the seen objects and words heard. The five senses are gateways of knowledge. Hence it is rightly said that 85% of knowledge comes through seeing and hearing.

Audio refers to sound waves that can normally be heard by the human organ. Visual implies relating to the sense of seeing. Audio-visual aids imply those instructional devices or teaching aids which make teaching more effective and easy. Audio visual aids are those instructional devices that may be used by a teacher or a communicator in order to facilitate better understanding on the part of learners by involving their many senses and organs but among them particularly those relating to seeing and hearing. Within the education the aids are to help in teaching, not to be substituted for teaching not for teachers. Rote or mechanical learning is easily forgotten, whereas hearing though sensory experience is long lasting and sometimes life lasting. Aids are supplement to teaching to bringing up-to-date and export knowledge to the classroom. They often arouse as many questions as they answer. Aids can stir the imagination by demonstrating the practical uses to which scientific knowledge has been put, or arouse a sense of wonder at the beauty and variety of nature in the world in which we are living. Audio-visual materials strengthen the spoken or written words with concrete pictures and images. They provide rich perceptual experience which is the base of learning. They offer different experiences
to stimulate self activity on the part of the pupils. They contribute to the depth and variety of learning and this make learning more permanent.

The following are the examples of teaching aids that can be used during the lesson. Those are: boards, dolls, charts, field trips, comics, discussions, creative achievements, dancing, dioramas, demonstrations, costumes, cartoons, dramatics, clubs, filmstrips or film slides, flat pictures, furniture, graphs, illustrated talks, live animals and plants, maps, miniature stage-sets, modeled figures, murals, nature specimens, objects, photographs, pictures (plain and colored), radio, relics, sandbox scenes, school "movies" and stamps, stereographs, story-telling, tableaux, television, hectographs, and visits to the zoo etc. Psychologists claim that children from their first birth to their "second birth" (at the age of 14 years ), young from 14 to 21 years, adults from 21 years up should be trained and educated as a whole by means of all available audio-visual and other sensory-motor aids, designed for the simultaneous development. The other way; the teachers are trying to use multiple audio-visual aids to avoid that education which was narrow and one-sided, nurturing, practicing and developing certain abilities and human attributes at the expense of the rest.

All through the ages many successful teachers have relied on talk and chalk. So many such teachers have the ability to express their ideas clearly. And they can easily arouse the interest of their students and make good use of the fact and information. They usually treat their students as individuals with differing needs and abilities. These are the great teachers; they are born with a natural talent to allow students to learn quickly and enjoyably. But in case of ordinary teachers can approach the standard of great ones
through hard work and good knowledge of methods of teaching and by including the use of teacher-made and commercial teaching aids or tools.

Audio visual material must be seen in their relationship to teaching as a whole and to the learning process as a whole, unless and until the teacher understands the relationship between audio-visual material and teaching learning procedure. Audio visual materials are developed, distributed and used as planned components of educational programs. Educational audio-visual aids helps the process of learning that is motivation, simulation and classification. Audio-visual aids are multisensory materials which, motivates and stimulates the learners. It makes dynamic learning experience more concrete realistic and clearly. Aids provide significant gains in reasoning and thinking. Audio-visual aids are sensitive tools used in teaching and helps as best platforms for learning the language. These are planned educational materials that appeal to the senses of the people and quicken learning facilities for clear understanding.

1.2.2 Kinds and Categories of Teaching Aids:

Different types and variety of teaching aids or Instructional materials are available to be used in teaching of any subject more effectively. Anyhow, it is not all topics that require the same type and quantity of aids. As far as educational instructions are concerned. Such kind of materials could be purchased, locally made or developed, and can be imported from other countries as and when necessary for the effective instructional delivery.
I shall not over-labor the general typology of instructional materials in education but in the cause of this discussion, I would like to summarize the kinds and categories of teaching aids and instructional materials used in effective delivery of instructions under the following categories;

1. Projected and electronic materials

2. Non-projected materials

3. Phenomenal and manipulative materials

1.2.2.1 Projected and Electronic Materials:

Projected and electronic materials are forms of media which could be visual (only seen), audio and audio-visual in nature that requires projection and electricity in their using process for teaching and learning environment. Projected and electronic media can be still categorize into; Film/film projectors, video cassette / video Disc machines, tape recorders/recordings like radio, slide projectors, overhead transparencies/overhead projectors, opaque projectors (Episcope) and computer instructional system.

Computer has now been found to be the most accurate, and versatile medium for individualized learning because of its immense capacity as a data processor and using for different games for the children. And it can perform numerous mathematical and logical operations without any intervention by man. Computer as an instructional material is used in many ways for effective instructional teaching, such as mass instruction, mass or group learning, self or individualized instructions, and computer conferencing system among others. Nwoji (2002) acknowledges three broad ways by which computer
contributed to teaching and learning processes. And these are mass instruction, self or individualized instruction and group learning.

The computer technology has made it possible for teachers and students to avail themselves of internet facilities. Browsing sites in the internet are offering where instructors and learners can visit in order to obtain needed subject. Efficient teachers of higher learning have effectively impacted their students by referring them to particular concerned websites where they receive instructions. Most of the libraries are now going on-line with the effect that learners and researchers can visit them electronically by means of computers instead of having been gone to physically to such places. This is highly innovative.

1.2.2.2 Non-Projected Materials:

Ughamadu says that, non-projected materials are those materials that do not require any form of projection before they can be implemented. Non-projected materials are different forms of instructional materials or teaching aids that required not the process of projection before its operation can take place. So these could include the following; textual and non-textual, magnetic broad/ soft/board flip-chart, chalkboard, specimen, models etc. Textual materials and non-textual materials refer respectively to all the print and non-print materials that are used by the teachers and learners for instructional process. These print materials are the magazines, textbooks, newspapers, journals, and periodicals, among others while the non-print materials includes. Chalkboard, charts radio, television, films videotapes, audiotapes, festivals and games. Esu, (2004) expressed that together they assist the students in acquiring clear concepts of subject matter they are
also students” best single academic friends. And also they can provide security for the unprepared teacher and an escape materializes for one who is instructing outside his field of specialization.

Examples are the real object or things a teacher can use for effective teaching of social studies concepts and ideas. It makes social studies teachers” work easier and more of participation. These are objects like traditional wears, minerals, rocks, plants etc. these help the learners to see, touch, small (where necessary) and handle physically which give brim real natural experiences in learning.

1.2.2.3 Phenomenal and Manipulative Materials:

These teaching aids or instructional materials are majorly community based resources that which promote the teaching-learning of moral values and cultural activities of the learners. These are instructional situations such as things, events, settings, features, festivals resource persons and other community resources that are directly apprehended by the learner at their natural setting. Phenomenal aids help to bring the learners in direct contact with learning experiences that far transcend volumes of recorded literature and weeks of lecturing. Though the fact, of these positive outcome, field trips and schools journeys that normally bring learners into contact with the phenomenal are underutilized because of knowledge of the teacher, time, finance, inflexibility of the school timetable and other infrastructural issues. Effective teachers are expected to explore and widely utilize the phenomenals because these can stimulate promote, aesthetic talents, tactile stimulus and enhances identification and attachment not only with nature but also with the particular learning situation that they facilitate socialization process. The classes of
teaching aids or instructional materials deal mostly with the affective domain but do not preclude the psychomotor and the cognitive areas.

Manipulative materials are instructional materials that, learners actually handle skillfully, and manage expertly to bring about the desired behavioral changes. These are important for the development of skill in professional training (Esu 2004). Audio-visual aids promote complete mastery of the content materials and the specific objectives. They also form the part of both the instructional and performance testing. The greatest significant of these materials is that, without them (or their upraised) neither the required leaning nor objectives evaluation can be adhered. These kinds of materials express the channel through which the required learning happens. They cut across all aspects of skills development and mastery learning. The materials are vital for effective instructional delivery because such skills are communication, patience, tolerance and assertiveness are easily demonstrated, understands very easily and observed through instructional games and activities. They are embedded in card and board games that have specific instructional values in order to enhance basic and logic reasoning amongst learners.

1.2.3 Characteristics of Audio-Visual Aids:

There are some features, which can be used to ascertain the extent to which audio visual aids are of great value in a learning procedure. And their values depend upon the extent to which they assist in achieving the objectives of instructions and may be indicated briefly under the following heads:
1.2.3.1 Relevancy:

The aid must be relevant to the topic which needs to be improved. Very important standard value is the extent to which any aid is directly related to the understanding of the subject knowledge. A visual aid could be accurate to the best details comprehensible and interesting and yet to be of little value because of its irrelevancy. Let us see a specimen; a teacher is trying to make clear the pattern of sodium atom with the help of chart. Suppose if the teacher uses accurate and beautiful chart on which there are so many other atomic structure drawn. Automatically it will lose much of teaching value. Perhaps because of the presence of irrelevant material on the chart.

1.2.3.2 Accuracy:

It is very important to make the audio visual aids are exact and accurate but it is difficult to make them as accurate as desired and expected. The chart is always missing the third dimensional attribute and must be viewed from a fixed standard place. The models overcome both these difficulties but are seldom as accurate in the details as images. The accuracy of understanding is often considering as important rather than the accuracy of specimen.

For example; if someone is teaching the principal parts of flowers by drawing an apple blossom. It is of some little importance whether the diagram resembles the apple blossom in every detail but the important thing will be to clarify the proper relation of such parts as petals, stamens etc. for this reason a good diagram might be of even greater value than an accurate photograph. Hence it is the accuracy of the concept produced
rather than the accuracy of details (exactness) in visual aids, more over which is important. And on the other hand a teacher uses a large model of a leaf plant in his classroom and then observes that the students when given actual plant does not recognize it as being the same thing.

1.2.3.3 Interest:

Audio-Visual utilization makes the learning procedure very easy and its absence makes it a disgusting its presence makes the work a privilege and its absence makes it a punishment or lack of source of knowledge. The main job of the teacher is to create interest in the students for learning any subject taught. Almost all the academics should be taught with the help of audio visual aids so many concepts in secondary level classes that can be made interesting with the help of chats, images and films. For example atomic structure, patterns, modules and digestive system, mathematical figures, historical events geographical maps and graphs etc.

1.2.3.4 Comprehensibility:

In selecting and using visual aids we must try to choose those things as aids which relate the new experience with past experience and which are within the comprehension of the students who are to use it.

For instance; let’s take a teacher finds that his class is experiencing substantial problem in locating and understanding the connection between the parts of a circulatory system. And the instructor then draws purely a diagrammatic draft on the black board
very clearly. This clarified the difficulties and issues, because it is simple and readily comprehended by the students.

**1.2.3.5 Motivation:**

How to motivate students for learning language? Audio visual aids motivate and act as a catalyst for learners as they make the learning process in classroom interesting especially in activity oriented subjects for effective learning.

**1.2.3.6 Realism:**

A visual aid must necessarily possess the quality and niche of developing real concepts of different areas of life. Instead we may try to develop in our students the concept very similar to that of the movement of electrons in the atom. We the teachers in this case try our best to describe accurately with the help of diagrams and charts but the students are shown the actual film of the movements of electrons; an entirely very different, but effective concept will be emerged. Nearly all the visual aids are lacking one or the other characteristics but the actual specimen clarifies the concept due to realism, as the learners experience the fact in a practical approach of learning and understanding.

**1.2.4 Visual Aids in Teaching Languages:**

These days it is unacceptable to base a foreign language study exclusively on text-book material. It is as highly essential in the field of language work as is in the case of science studies to have access to a laboratory. Besides or instead of gas jets and test tubes, our linguistic equipment may include a piano, a radio, a recording machine, a screen with projector for films, slides and strips, wall charts, maps,
bulletin boards, games, flags, illustrated books, newspapers, and pamphlets, magazines costumes, products of foreign states and numerous other gadgets which should facilitate the learning of the English language. These equipments may not be thought or taken up as delightful "frills" to sugarcoat the course, but should be considered as basic tools for facilitating the learning of many aspects of the language like pronunciation, vocabulary and grammar as well as for acquiring information about the history, art, geography music, economy, living standards and customs and culture of the various countries and geographical zones of the world, and through such knowledge, we will get the idea, in order to build desirable attitudes of sympathy, understanding and appreciation.

The aids that help in teaching languages and that can be seen are called 'visual aids'. They provide rational thinking and practical solutions to the problems of a language teacher whose equipment, as a rule, consists of nothing more than books and classroom. They include black-board, chart maps, pictures, flannel-boards, film strips, slides, epidiascope and actual objects that facilitate the process of teaching. The function of each of these in helping the teaching and learning process is discussed below.

1.2.4.1 Black-Board:

For decades, a big strong piece of wood so called „black-board” is the oldest associate of the teacher but of course an essential teaching aid. It is used for the intention of reading and writing skills to the students. Anything, to which the teacher-instructor wants to draw the attention of the students, is written on it, example; difficult vocabulary, phrase patterns, grammar works, syntax structure patterns questions to test
comprehension. Through this way the teacher finds his lessons more interesting, thought
provoking, hands on experience and effective. So this is an important means of picture
composition.

1.2.4.2 Charts and Maps:

Since it is not possible that all diagrams be drawn on black-board, they need to be
made on charts. Very good number of sentences illustrating some points and features can
be written on the chart with some diagrams drawn. Besides sentence chart, we may make
use of substitution table charts and vocabulary lists. Different colors should be used to
bring in radical changes, thereby, promoting uniqueness, decoration and style. It should
be big enough to accommodate the necessary materials with words written in bold letters.
In case of charts, they are very useful and helpful for the teachers in presenting and
practicing structures, models, vocabulary items and essay writings. Maps may be used for
displaying the location of places, the geographical boundaries, rivers, mountains, etc.

1.2.4.3 Pictures:

Pictures comprise text pictures and pictures from lesson, which develop a sense of
imagination and comprehensibility in the learner. Text pictures are to be found in the
texts, designed strategically, and are primarily for beginners. The meaning of a single
word can be morphologically shown in different images. For example, the very first
lesson of the beginner's text may have different patterns of heads of persons and animals
to teach the word meaning. Class pictures may be sub-divided into picture cards and wall
pictures. Cards pictures or post cards are extremely helpful and stands beneficial in
language teaching and learning. They may be captioned or uncaptioned in the front side or on the reverse side.

Wall pictures include maps, photographs, posters, caricatures etc. They may be used in place of things such as clouds, mountains, sky etc., which cannot be brought practically or in reality into the classroom. They are excellent in practice for oral composition and question and answer exercises to be practiced. Pictures play a great role and have a great importance in the sense that certain things cannot be described by words, but they could be described through the visualization of the particular picture.

1.2.4.4 Flannel Board:

It is a piece of wooden board covered with flannel to stick on some stiff and sanded strips of paper sheets. It is used where there is a need of presenting things in small pieces on very quick rearrangement of smaller units. This is a very useful tool in a language learning class, as there are many advantages of this aid. By this aid items can be prepared beforehand, and can be moved easily about on the flannel and preserved for future use on further occasions.

1.2.4.5 Films:

Film, which is yet another visual aid, may be supplied for language teaching in the form of fixed film strips or slides and motion picture visuals. The former can be used to convey the meaning to teach reading in oral and written composition. And the advantages of slides and film strips are that they direct the attention of the whole class to the screen and to the pictures and words on the screen. Film strips and slides free the
teacher from the reality of the situation, keeping aside the teacher free to control the class. Video or film strips can depict not only those situations which the teacher can present in the class but also many of these which he cannot. But also a situation of film strip can be shown over and over again and again.

1.2.4.6 Computer:

Computer is not just a mere machine, but it can handle a much wider range of activities, much more powerfully than any other technological aids. More than just as aid, the computer can offer interactive learning, and if programmed and organized properly it can facilitate self learning also. This means it can conduct a two-way learning session with the students. It is much more than a mere pre-programmed textbook or any other material, whose powers of interaction are not virtually limited to an ability to reveal the correct answer only; but the computer can also assess the student’s response. Computer can also display messages, take the student through subsequent attempts at a question, and even take the student to a different section of the package, based on the nature of the answer and provide a radical level of learning stages. The computer can do all this fast enough as its response is practically instantaneous. So the computer is impersonal and literal-mind, it is a device performing multi-tasking, and it is also unfailingly accurate and precise. It does not tire and at the same time its attention does not shake. It can repeat an activity with none of the errors which easily arise from repetition by human beings, and it is as impartial and unbiased as the linguistic material which is typed into it, as it is a literal thinker and not a lateral thinker. By itself on its own, it can handle a very large column of interpretation and can deliver to the student feedback of some delicacy; at
more frequent intervals than would it is accommodatingly flexible in a number of significant types. It often happens that students cannot attend a class because of health problems such as illness, clash of timetables, and other problems. Moreover, it presents no difficulty for the computer. Only thing that we need to do is to see whether a computer is available, whether the student can attend at any given time or period, and spend as long as they needed to again full benefit from the materials. It can accommodate different pace of learning, or alternatively, boundaries can be imposed on the time available for answering questionnaire, which is valuable when it is used for the testing and evaluation purpose.

Thus, we have seen that visual aids play a very vital role in language teaching and learning. The main function of visual teaching material is semantic. It permits the learner to understand what he hears, to learn the situation in which language forms are used accordingly, and to associate his learning through repetition and limitation.

1.2.5 Need for Audio-Visual Aids:

So far we have discussed the meaning of audio-visual aids and their types. Let us see in what ways these audio-visual aids are helpful. Audio-visual aids may be considered both complementary and supplementary in nature. Sometimes, these aids extend beyond the scope of a topic and sometimes they enlighten the learner by enriching or strengthening the presentation of the content made by a teacher.

It is generally accepted that the learning is at its best when it takes place with the greatest number of senses getting stimulated; and it is the use of devices or audio-visual materials which will stimulate the greatest number of senses. For this reason, good
teachers have always used devices or audio-visual materials to catalyze their teaching activity. A device is any means, other than the subject-matter to the learner.

A device is an „out of the box incentive”, introduced into the method of teaching, for the purpose of stimulating the pupil and developing understanding through experiencing. The basis for all learning is experience, and usually the most effective type of learning is gained by concrete, direct, first-hand experience; as we all know of the fact the famous saying – “you listen, you believe partially, you see, you believe it fully”.

Teachers are quite often unable to give students first-hand experiences and resort to the written and oral use of words, confining themselves to limited zone of learning. The experienced teacher, however, realizes that the use of words and vocabulary building alone cannot and will not provide brilliant learning experience.

Good teachers are constantly on the alert for framing innovative methods and devices that will make learning meaningful, interesting and easy. With the innovative and intellectual selection and use of a variety of instructional devices or audio-visual materials, experiences can be provided to the learners, which will develop understanding.

While directing the learning of the pupils through normal activities, the teacher will find that visual or audio-visual materials are used very extensively, Since the seventeenth century, when Comenius produced the Orbis Pictus, the extent to which teachers have been turning to visual materials as instructional aides has been remarkably increasing over the years.
Object-teaching and object-lesson were two major concepts also emphasized by Pestalozzi. Dr. Sheldon of the Oswega Normal School in Canada and he introduced the idea into the United States. The experience of the American Army during the last World War showed the educational importance of devices such as movies, film- strips, the radio, and other pictorial materials for educational purposes as it directly works on the psychological aspect.

The Army contrived devices that served well to awaken and sprout the interest level of the learner. Currently, society today is blessed with modern trends of communication. Never before have teachers possessed materials which will allow their pupils or students so completely to relieve the past, visit foreign lands, hear speeches of the world’s great personalities, or view planets of outer space, thereby, transforming the learning process to a new arena of facilitation.

These modern media are among the tools that the modern teachers utilize in promoting growth and development of the pupils. The number of devices that maybe employed in teaching any subject will depend upon the nature of the subject-matter and the resourcefulness of the teacher.

Psychologists have since long, recognized the importance of concrete illustration in teaching. Devices whether visual or audio-visual materials, are valuable in the learning-teaching process because they stimulate inquisitiveness and arouse interest and make possible the enrichment of the pupil’s experience.
It is usually admitted by leading academicians that few people are able to understand abstractly, while others are more dependent upon concrete materials as it aids to the thought process, thereby, developing the understanding capacity of the learner. It has been generally recognized and stated and identified that the more brilliant the student is, the greater is his power for abstract thought; the lower the mental ability, the greater is the dependence upon visual imagery as it works as a medium of thought.

Recent studies show that the average and the dull pupils need the use of material devices more than that of the bright pupils. The modern pupil is literally surrounded with endless profusion of aids to his learning, such as workbooks, drill cards, graphs, pictures, maps, slides, film strips, motion pictures, radio and exhibits of all kinds.

Television none-the-less, offers great possibilities for use in the classroom. This situation grows out of the demands of an technologically organized and enriched and diversified curriculum and of the urge to vitalize and promote instruction by providing a broader background of experience for the pupils and means of adjusting learning to the differences in interest and aptitudes of children.

1.2.5.1 Audio-Visual Aids as a Means of Communication

Simply words whether written or spoken by a teacher cannot and will not provide adequate learning experience. We need to supplement the teacher’s words. Visual aids are quite an extent helpful in this regard in the form of pictures, flash-cards, posters, etc. Again, in language, the listening skill plays a very vital and important role. If we do not get an opportunity to listen to a language, we cannot speak it properly. Hence there is a
need for audio cassettes and CDs which contain recitation of poems, narration of stories, interviews of celebrities etc. Such material will not only be interesting but also be motivating for the learner.

Apart from these, we have video cassettes and video CDs also. These video cassettes and video CDs present a wide variety of information for the learners along with detailed descriptions, songs, and other dramatic effects. Cartoon films are also a very useful medium for developing writing skills. We can project these films and ask the children to write about them. With the use of these audio-visual aids classroom teaching can be converted into a very joyful learning experience.

1.2.5.2 Audio-Visual Aids as a Means for Retention:

We have seen that an audio-visual aid enriches a lesson by making it more enjoyable and more effective. The use of audio-visual aids also helps in better retention of the content. Usually when we hear something we tend to forget it within a specific time span. When we visualize it with our eyes we remember it for a longer time and when we perform an activity ourselves, we understand its process. This is because of the fact that the more the senses are stimulated and involved, the more will be the learning, and the retention of the learnt thing will also be for a longer duration in the learner. It is, therefore, very important that we provide a number of opportunities for listening, speaking, visualizing, smelling and touching and sensing the things and objects. This will give the students a firsthand experience. Remember, the richer the experience, the greater is the incentive for speaking, reading or writing about them, because the thought process gets enhanced.
1.2.5.3 Audio-Visual Aids as a Means to Save Time:

In this age of knowledge and intellectuality explosion, we want to tell the students a great number of things in a very limited time. The use of audio-visual aids can be very helpful in this. Through such aids we can say much in a short time and in a short form what otherwise would take a lot of time and space. We can provide our children much more matter for thinking and acquiring information in a very short time through activities as such – “a thought for the day” written on the black-board and “today’s news” selected from the newspapers and displayed on a notice board. Indicating the time of sunrise and sunset on the day along with today’s news will make it more informative and interesting. Similarly, activities like presenting a conversation between a customer and a shopkeeper or an interview of a celebrity or a conversation between the host and his guest on audio tape saves a lot of time apart from providing learners with a model for real life conversation. Thus, a well-developed language program supported by suitable, relevant and effective aids provides a number of practical and enriching experiences. These ultimately lead to the development of language skills in the learner.

1.2.6 The Psychology of the Usage of Audio-Visual Aids:

The use of new audio-visual techniques in schools has created a new educational situation which contributes to new types of behavior on the part of teachers as well as learners. The present report is an examination of some of these new types of behavior, and is best placed in the context of the use of audio-visual aids in primary school. New educational techniques, whether audio-visual or not, are usually discovered and introduced in a somewhat hazy and haphazard manner. The technique is tried out before
its full potential is understood, though it may be a mere suspect. After this first trial, the use of the new instrument is gradually improved. Taking into account different observations made by teachers in their classroom work (often more or less preconceived notions), technical and educational suggestions made by educational pioneers and visionaries, and straightforward possibilities revealed through use, there comes a point, after much trial and error, where it becomes possible to rationalize and define the main lines to be followed in using the instrument for practical educational purposes. It might be added that the length of this period depends upon the amount of research that has been carried out and on the development of the science in generic, because the various fields of human activity are all correlated and interrelated, and it is virtually impossible to speak of one in complete isolation from the others. We can say, for example, that it required a much longer time for the book to be pressed into service as an educational instrument than for the motion pictures – so called as the cinema to be so used, and that in turn it took longer for the latter to come into use than it has taken for television. Although each new technique has its element of originality, and being radically unique and different, it benefits from the methods of study and experiment used with those that preceded it.

Let’s start with a general framework of how we learn and see our world. If you were to look at a glass of water, many would argue it was half-full whilst others would debate it was half-empty. Thus, perception affects learning, because it is the way we see things, it will be different for different individuals. How a learner views an object, text or symbol can affect written and oral communication. Let’s take another example, if you were asked to count the windows in your home, would you be more apt and befitting to
take a mental picture of the room before counting? A wide variety of interesting questions can be posed in connection with the topic of imagery in the process of learning. Thus, by far, research in human learning has provided answers to only a few. Still even fewer answers are available from research directed specifically towards the learning process. Perhaps, this is because humans have an ability to form a "mental" picture of the room before making a judgment. Even those blind by birth can facilitate learning and recall using imagery instructions. Thus, the mental conceptual image of what we have seen may at times make a greater impact than auditory input. Therefore, visual cues are important, since they either facilitate or stimulate from understanding.

In the area of foreign language and second language research empirical evidence showing relationships between the pictures and thereby acquisition of the target language is scant. However, in the areas of cognitive psychology and visual/verbal behavior the literature is quite an extent saturated and it seems to have reached the zenith with empirical data. Therefore, as researchers and classroom teachers, it is essential on our part that we investigate as to how visuals and images can aid in the area of second language learning.

Canning states that there is considerable confidence placed in the value of audio-visual aids to stimulate and enhance the learning of foreign languages, yet there is little empirical data and research to support the proposition that video or visuals facilitate in the learning of foreign languages. However, with the amount of time devoted to using video/visuals in the F/SL classroom, research is warranted to show how audio-visual aids enhance the language learning process. Currently, many constraints on the studies that
have been completed over the years – somewhere around a decade or two, show that there are several limitations and stopgaps to be identified and recognized when examining the outcome. For example, many studies have been done with visual aids and not with actual English language videos. Secondly, the use of specific intact groups instead of random groups (who were studying only one foreign language) has been used in most cases of learning through visual studies in regards to language learning.

Omaggio believes that researchers in order to find valid and reasonable results supporting the assumptions would need to ask whether or not the same findings would hold true in different languages. With such unanswered questions, hypotheses and theories, yet to be proven with qualitative and quantitative measures, practitioners must ask themselves whether there is sufficient evidence to support continued and perpetual use of visual aids in the learning of foreign languages to justify.

Morra shows that children be liable to use the strategy based on phonemic coding, whereas, adults used a "mental mode or coding" strategy. This mental mode is an analog representation of the structure. Whether perceived or conceived the models represent the item being described with using descriptive language. For example: the knife is in front of the glass now draw the depiction from what you hear. Images can be presumed to be symbolic and do not need to be in the form of quasi-pictorial images.

Kosslyn revolutionary article states the computational theory of picture, which states that visual mental images are transitory data structures that occur in an analogue of a spatial channel. The theory is described in terms of detailed claims about the mental
structures and processes invoked during picture and imagery. When a stimulus is terminated suddenly, some of the information emanating from the stimulus continues to be available in the nervous system for about a second after termination.

It is also fair to state that research shows that people can construct a mental representation of the semantic meaning of a story from either audio or visual information alone. However, it appears that when presented together each source provides additional, complementary information that retains some of the characteristics of the symbol system of origin. For example, children recall sounds and expressive language from the audio track and visual details from the visual track. It also appears that the bushier nature of representations derived from the visual symbol systems are better for building mental models of the situation than are representations based on audio linguistic information.

As Rowe stated that, multimedia data can require significant examination and time to find desired features such as content analysis and interpretation. Researchers must examine what can be learned directly or indirectly about the things that depicted in a pictorial multimedia, visual images, signs and symbols. Many researchers are trying to take a critical look at the use of mnemonic associations. By focusing on verbal and imagery mnemonics, whereby a word, a phrase and or a sentence serves as a form of visual pictures and as a mediator between what is known and what is to be learned. Cohen's research includes verbal and imagery encoding mnemonics and their usages, whereby verbal material and visual imagery serve as cognitive mediators which automatically help for the language learning. His work indicates that in the second stage of mnemonics it involves what is known as keyboard mnemonics, where as images are
associated with words in a foreign language learning. This imagery link is an intended result is that we encounter with the foreign word which will evoke the keyword, which in turn reveals the imagery link and finally the native language by making equivalent can then be retrieved from this interaction by forming or creating a mental image linking the ideas. Cohen further suggests in his research that the learner have to link the native language word to the imagery and or verbal material which containing the key word. Research by Pressley, Levin and Delany which states in their work is that, in their research that data indicates that there is a slight advantage in favor of imagery mnemonics over verbal mnemonics in learning and liking the objects for learning foreign or second language learning.

The use of representational visuals which are focusing on supplementing the orthographic symbols of text generally increases recall of illustrated text information. Johnson-Laird showed and Ehrlich stated in their study, that adults interpret spatial imagery by constructing mental models of them in the mind. An alternative strategy may be to encode descriptions verbatim and then try to represent them overtly, like one sentence at a time.

Yet, the rapid question is, how does the visual symbol integrate itself into the skill areas of the language? Let”s start with the basic skill of reading letters are symbols. They stand for a sound and when put together with other "letters or symbols", they form meaning through recognizable words. And words become visual symbols and cues, which can aid in the written communication as well. Thus, reading is usually defined as extraction of meaning from text.
As Haber and Hershon claim that; "vision is certainly a central cue or aid in the understanding of the reading process". More specifically, it is the process by which written or printed symbols are translated into a representation in which meaning is already accessible through a translation to a form of language from which a reader is able to derive meaning primarily before exactly reading for comprehension. This definition makes crystal clear that the reading process is intimately tied to other language processing for the depending and understanding sake, especially the ability to extract meaning from speech. However, as we knew reading is more than printed speech. The visual components are so unlike from the auditory ones that reading and listening, while sharing the same language, which make very different demands on the information such as the processing skills of the perceiver.

Studies Polyak and Smith suggested that reading requires the active search of a text or material. Meaning cannot be passively obtained just by looking at the text. Eye movements are therefore an integral component of the reading process. As one of the researchers explains, 100 words of difficult text may have over 900 character spaces whereas 100 words of easy text might have only 600 characters and it will be diverse and changing from the level of vocabulary development also. Reading speed is 1104 character spaces per minute and 320 syllables per minute as well as 200 words per minute usually a reader takes. For college students, reading speeds can be as low as 50 words per minute for very difficult technical material, and as high as 500 to 1000 words per minute for easy and short novels being read for relaxation. Good readers do not move their eyes
more rapidly than poor reader does do nor is movement speed varying, different for easy as compared to difficult text.

Some of the most significant revolving points in human civilization have been remarked by technological innovations that have increased our ability to keep safe, transport, and communicate information and gaining knowledge. From cave paintings to the recent printing press to e-mail, different innovations in communication technologies have significantly changed the face of how we interact with others and with whom we interact. Modern communication technologies that depend on the processing power of computers are challenging conventional notions of media and their use. It is estimated that there are hundreds of numerous of internet users creating entirely new social situations and atmospheres and communication behaviors. The use of communication technologies for work is a common place today. Computer mediated communication (CMC) is becoming an integral part of our lives at work and at home especially school and college educations systems.

1.2.5 Advantages of Audio-Visual Aids:

1.2.5.1 To Challenge the Attention of the Pupils:

The teacher who uses devices can usually see that the attention of whole classroom is on the lesson and that should not be distracted. This is generally true when teachers are dealing with the lower classes. Devices should never be used by the teacher as mere attractions or entertainments. Exposure to visual or audio-visual material and nothing more is not educative procedure.
1.2.5.2 To Stimulate the Imagination and Develop the Mental Imagery:

Devices stimulate and increase the imagination of the pupils. Intellectual imagery can be used as a vehicle of thought and as a means of clarifying ideas and concepts. As imagination plays a vital role for any innovation and for any learning and almost all the innovations are in the form of imaginations and they evolved to be the theories and principles. Hence the imagination is much important to increase in the classroom so it is the duty of the teachers especially who are taking care of the secondary and lower levels of classes to use the teaching aids in the classroom because they play a vital role in increasing the imagination and they help in thought provoking among the learners.

1.2.5.3 To Facilitate the Understanding of the Pupils:

The most widely acknowledged use of aids, whether visual or audio-visual, its use in aiding understanding. As we learn everything and anything after understanding otherwise there can’t be any learning without understanding. Language learning can be acquired up by using models, filmstrips, movies and pictorial material to supplement textbooks and printed materials. Material devices give significance, importance and color and imagery body to the idea presented by the instructor. And abstract ideas can be made concrete in the minds of the pupils by the usage of devices like diagrams and graphs and these are very useful in developing understanding in mathematics and other social sciences. The graph is a good device in representing mathematical facts.

1.2.5.4 To Provide Incentive for Action:

The use of devices in education, such as pictures and objects will arouses emotion and incites the individual to action or learning. The teacher must select the right kind of
device to excite the students to a worthwhile intellectual activity during the class. Asking the pupils to collect pictures representing water, air, land transportation which stimulates them to action or immediate learning.

1.2.5.5 To Develop the Ability to Listen:

The ability to listen can be developed best through the use of audio-visual materials. It is also the responsibility of the schools colleges and other educational institutions, to provide training for our students to be good listeners first. And listening is the best and first way of learning in the procedure. And as we knew the best saying, „one who is a good listener can be a good speaker or orator too”. And as we know Training in the art of listening is one of the aims of audio-visual education.

1.3 Oral Communication:

1.3.1 Introduction:

Communication is the process of orally delivering or expressing thoughts, notion and feelings of reflecting and shaping experiences, and sharing information chunks. Speaking is a complex process, which involves thinking and language and social skills. Usually speaker combines words in to sentences and paragraphs to use a language style that is appropriate to social situations. Speaking is development for the relationships between a speaker and her/his hearer. In addition to that, speaking is determining which logical psychological, linguistic and physical rules that should be applied in a given communicative context. In speaking the student should learn some steps in order to make the speaking alone properly and understandable, these steps are: clearly and expressively speaking about their ideas and concerns. Adapt words and approaches according to
varying situation and audience from one to any conversations to formal large group setups. Interpreting and assessing various kinds of communication, including intonation, facial gestures and body language that accompany speaking skill as well. The teaching English speaking is more demanding on the teachers than the teaching of any other language skill, because of this reason, the teacher gives up on their efforts to teach and concentrate on the lesson.

1.3.2 Meaning:

Oral communication entails communication through mouth and its inner organs. It includes individuals having conversations with each other, be it direct conversation or telephonic conversations. Presentations, speeches, discussions are all different forms of oral communications. Communicating orally is generally recommended when the communication matter is of temporary kind or where a direct interaction is needed. Face to face communication (meetings, conferences, lectures, interviews, etc.) is noteworthy so as to build a trust and rapport.

This involves the use of verbal information with some non-verbal information, transmitted through the sound waves. And it is the production of signals and massages through the vocal or oral mechanism, guided at the auditory reaction system of one or more persons. Oral communication is the principal medium of transmitting information in the learning and teaching processes and it is based on words and the style of language. Usually a language is composed of verbal symbols which meanings have been settled on by a group of people or community's language that can be transmitted to convey a vast array of
meaningful words and sentences. Dynamic human relation is made possible by languages, the basic meaning of which is customized and supplemented by the qualities of the vocal sound and that is called as pronunciation and enunciation.

1.3.3 Children learning and acquiring the language:

Language acquisition takes lot of time, actually a long time, because all learning needs gradual development to digest and make us what we experience what is around us; it cannot be rushed. So many care takers want to see 'results and achievements', and that too in double-time, but, that is only according to adult expectations, and then really worry that 'nothing is happening in learning'. We should give ourselves some time too: children learn language through natural interactions with care taking people in everyday settings and atmospheres. The rule here is 'the more, the better': interact with your children in as many different, engaging, fun situations as possible, so that they realize that language permeates all that we do in all sorts of different ways. Give your children also plenty of time to 'do nothing': let them play around doing nothing in particular, wonder on their own about intriguing things like what the moon eats or why dogs don't wear clothes, or throw serious tantrums to learn how to cope with other people and themselves, and do all this by means of language. It is important to keep in mind that, as the child learns and acquires more and more language, each step in the process becomes less and less visible to observe, to adults as well as to the children. The same is true with the adult language learning: it may now and again seem, to adult language learners, that they are progressing very slowly or sometimes not at all; at some point of time they may suddenly observe and realize themselves that they have indeed made huge progress.
Respecting children is to learning to understand them. Our children are not we. Children will build up their own strategies for learning and getting to understand whatever they find relevant to learn around them, and also including languages. Children are much more ingenious, resilient, resourceful and creative than we are frequently prepared to give them credit. Besides, and approximately most importantly, our worries will reflect on our children too. Children are very good at picking up and learning the distress signals from adults whom they are surrounded with and if they learn to associate our worry with their speech, then we may start having a real problem on your hands to train the children to come back to the normal and natural process of learning and expressing.

Children have no thought that language is something that adults are troubled about for its own sake. But, the fact is language is just a tool that gets things done for the learners: but the slightest difference is it much more effective for a child learner to ask daddy for a play item that is out of reach than to simply shout in annoyance because they can't grasp that particular toy. So we should let our children experiment with their language(s) first on their own way. They will find the right patterns to make language effort for them, just as we ourselves did when we were growing up during our childhood times. There is nothing to worry about if our child doesn't sound like an adult which children don't do that way anyway or like our friend's child or like the genius children we may hear about through the broadcasting media. There may be a reason to worry only if our children don't sound like themselves and if they are not natural in their behavior. No one knows this better than us, because no one knows a child better than a care taker or a parent.
Our children have no thought what is 'expected' from them either which means they are just focused on what they are doing and learning no matter what parent are thinking. Precisely, that we may be looking for things that are there in the learning any language, or not, in their child’s language. The fact is that many of us parents or caretakers forget to look for what is there the procedure and the techniques, in our children’s language(s), more over tend to focus on what we believe and expected is missing instead. Generally lot of people believes that only correct usage of language is a language, with lots of vocabulary words and lots of syntactic sophistications. Language is great more than merely grammar, vocabulary: our child may prefer to be expressive through intonation or phonetics, for example; the melody or high pitch and low pitch tone of speech without which no language makes sense and good to hear at least. Or they may rely on invented vocabulary, complemented by expressive perfect body language gestures. Children know that there is a replica around them that they must learn to follow that model or replica of learning. But they don't know what the model looks like, so they approach it by trial and error methods for practicing number of times.

For all children acquisition of language is in the same procedure, regardless of what language they keep in practice or the number of languages they use in their daily lives. Acquiring a language is just like learning to play any game or sport. All children must learn the rules of the language game first, for example; how to articulate vocabulary and how to put them in order and add them together in ways that are acceptable to the all people around them in the society. In order to understand child’s language acquisition, we need to keep two extremely important things in mind;
Firstly, children will not use language like adults use, because children are not like adults. Acquiring any language is a steady, regular, lengthy process, and one that involves a lot of apparent 'errors' in it. We will see further that these 'errors' are in factually not errors at all, but a necessary part of the procedure of language acquisition. That is, nothing but they shouldn't be corrected, because they will disappear in time.

Secondly, children will be taught to how to speak the dialect(s) and the language(s) that are used around them experience in their surroundings. Children naturally and generally begin by speaking like their parents or care takers or guardians, but once they start to mix with other children, especially from the age of about 3 years then they start to speak like their own friends their own age. We cannot control the mode our children speak: they will build up their own accents and they will learn the languages by what they think they need and other remaining they never care what is not important to them. If we don't like the local Telugu accent, we will either have to put up with it or we have to by crook or hook move to somewhere with an accent that we like. On the other hand, if we don't like our own accent, and prefer the local one, we will be happy with our choosing. During this time children will also learn the local grammar: for example; 'He done it'; 'my brother is happy' 'She never go there'; and so on are all examples of non standard and poor grammar found in some places where English is spoken and used widely. These might be judged incorrect in school contexts and all children will have to learn the standard version in their school only, but if adults in the child's community use them, they are not "wrong" in child language.
These examples perfectly show that different dialects of English language have their own rules regulations in their usage. The identical is of course fact of other languages and their own native dialects. In what follows, examples are in English, because that is the particular language in which this study is written, although the child strategies illustrated in the examples which apply to any language and to any combination of languages that our child may be learning exactly.

We start with a number of observations about child learning in wide-ranging, about oral communication, pronunciation and language, and about how children themselves demonstrate us how they learn, before turning to children's acquisitioned methods and procedures. These methods and procedures also teach us that children follow their own rules, and that they need plenty of time to sort these rules out in their day to day life.

1.3.4 Advantages of Oral Communication:

There are many situations in which it makes sense to choose oral over written communication. Because, oral communication is more personal and less formally used, than the written communication. If time is limited and any business matter requires quick resolution and decisions, it may be best to have a face-to-face or telephone conversation but not written communication. There is also more flexibility in oral communication that is, you can discuss different aspects of an issue and make decisions more quickly than we can do in writing. So, oral communication can be especially effective in addressing problems or conflicts. Talking personally on things over is often the best way to settle disagreements or misunderstood things. At last, oral
communication is a grand way to promote employee morale and maintain energy and enthusiasm within a team.

1.3.5 Children Learning the Foreign Language:

A young fresh comer to any country seems to learn any foreign language very swiftly. Envious language instructors have always wondered at their incapability to create similar conditions for their students to teach foreign language. Two to three months are normally and generally enough to make a young child who is about seven years of age to learn any foreign language. Approximately three or more years may not be enough to formulate an adult learner learn a foreign language fluently in a given classroom. The infants learn the foreign language easily just because he/she has a very strong desire or commitment to learn the language. Because he/she want to takes part in other children’s games and conversations. The infant watches other children as they play and choose from what they say and talk that seems important to allow the child to join the peer group. The infant tries to imitate the peers, and when she/he is laughed at probably because of the mistakes she/he makes, the same infant tries again and again. Gradually he becomes accepted in the group as he makes fewer and after some time no mistakes at all.

Ease of fluency in the foreign language is helping an instantaneous purpose for the child. It enables the child to satisfy his/her physical and psychological needs which required during the childhood times. The way the child learns the foreign language is in the circumstance of real life situations. The child uses the language in a practical way to reach his/her peers and join their games and conversations. The child uses his/her eyes,
ears, body gestures, and sustained and focused interest to learn the language. The child takes part in a real situation and is greatly satisfied when language serves his/her purpose.

Successful foreign language teaching and learning should supply the learner with a need and purpose for using the foreign language in his/her daily day to day situations. The purpose should be going beyond passing the examinations or pleasing the teachers which will never make the child to learn the language. It should be felt as a real commitment for mastering innovative tool that satisfies the learner’s their own interests. Any context should be provided for language to put into practice that is as near as probable to an original to real life situations. The learner should be very involved in the learning atmosphere that the child hardly notices that deliberate teaching is going on in the class room which means the learning should be taking place even without the learners’ intention of learning. Enhanced language teaching, suppose to be bringing the artificial or normal class situation to as near as possible to a real life or demonstrative and hands on one. Usually many of us have observed that we can become so interested and so attentive in a film or a TV program or show that we seem to take part in it the program. Teaching aids and other technical aids bridge the gap between the class and the outside real world. Difficult ideas are clarified and explained thoroughly. The learner is called upon to take part in the procedure. Learner records his answers on tape recorder, synthesizes and summarizes a story which he has just heard or listened and selects the important ideas from a filmstrip which the learner has already seen. Language is always utilized as a functional channel in a prosperous meaningful context. And real life experiences and situations provide the best learning situation in the class. Talk and chalk and other out dated learning theories alone provide the least effective teaching tools but
the real and enriching learning happens only with the audio-visual aids. Real and verbal explanations are two opposite extremes. The closer they are brought together the more effective the learning will take place.

If the foreign language is taught in its natural setting, for example; English language in the United Kingdom, part of the trouble is solved. The learner will have to make use of the language to satisfy his day to day needs. Learner cannot get away listening to it being used by all the people who are around him in its geographically natural settings. Teaching English in India is completely different experience and method. The learner is exposed to the language merely during class ours during the college or school class timings. It is of chief possible to the natural context in which the language is by and large used. Listening to a work, taking part in a foreign language social group, writing a class newspaper reports, preparing radio scripts for broadcasts in the foreign language are the sorts of activity that can substitute the natural use of the foreign language and enlarge its practice beyond the classroom context.

1.3.6 Importance of Oral Communication:

To compete well in the job market today, graduates must be equipped with the skills and knowledge required by the employers, a role typically entrusted to educators and teachers. So therefore it is very important that institutions understand the relative importance of specific knowledge which the employers place on different recruitment criteria when hiring the graduated students. Globalization has made it essential for graduates to be proficient in oral communication skills so that desired candidates can function effectively in the academic and professional setups. Consequently, oral
communication skills courses and training sessions are included in undergraduate and postgraduate curriculums. In spite of the require, and the varied ways of including oral communication skills in syllabus, there appears to be very little research available that provides a more specific understanding of the methods and approaches of teaching oral communication skills for these learners. Because, oral communication skills cover wide area, that usually starts from formal presentations to participation in teams and different meetings.

Oral language has an important social function to play, it is an important way that we connect with other people, to build relationships and share our thoughts and feelings. This social function is very basic fundamental to human existence and in itself is an important reason for developing oral language skills. However in the context of education, it is well recorded and documented that oral language has an important role in the development of literacy skills. It is through talk in the first instance that oral vocabulary is built; the ability to process and produce complex sentences is first practiced through speaking and our skills in recounting, narrating and persuading are first done through talk. Questions that involve lower order and higher order thinking are first tackled in the oral domain, long before they are applied at the level of reading comprehension. All of these skills are important in reading and writing to make meaning of the words on the page as we read, the way words are put together to form sentences and the way the sentences are put together in a text requires competency and meaningful with language that we are using. This develops first as oral language, which is often noted in curriculum documents through “speaking and listening”.
When most people discuss oral communication, they are referring to speeches and presentations. Oral communication has become more admired regards to online communication channels, employees in many fields are expected to give oral presentations on the occasion. Many people suffer from anxiety related to giving or delivering speeches. However, oral communication also involves communicating with other employees and other administrative people. This type of communication is essential in modern offices. While offices are relying on e-mail and text communications more than ever before, these communication channels are not as quick and effective as oral discussions, and fostering communication skills can help employees to work more efficiently.

Focusing on oral communication can help employees gain a boundary. People make judgments about others giving a speech both consciously and subconsciously or simultaneously, and those who stand out are able to capture the attention of listeners. While many believe that great speakers have a capability for it, but the fact is that many renowned speakers have admitted to practicing extensively and studying other famous speakers.

Oral communication usually takes the form of a speech. Speech may be either formal or informal. Informal speech is made during the day-to-day life. For instance, parents speak to children and vice versa; friends and relatives communicate, psychological businessmen and customers communicate, teachers and students communicate to each other in the learning process. Formal speech, on the other hand, is made on different particular occasions. It may be a social occasion like festivals, political occasion like electioneering or business meetings. Whatever may be the kind, oral speech
must be delivered effectively and accurately. When it is ineffective the purpose is lost completely.

The entire effort taken by the speaker, to draft and deliver the speech becomes a enormous waste. A personnel manager has to speak to his inferiors to get work done through them in the prescribed boundary deadlines. A production manager has to instruct his workers about executing bout his work. A finance manager has to explain clearly the prospects of investment to investors. A marketing manager has to speak to his customers for promoting his products effectively and innovatively. A general manager has to correspond to all employees under various circumstances. The chairman has to address the share holders in general body meetings. The importance of speech depends on how effectively it is able to achieve the prescribed objectives. Thus, speech or oral communication is regarded and considering to be a "Management Tool".

Many people owe their success to their ability to give good presentations and to participate self-assuredly in discussions, despite the fact that both are initially major sources of anxiety for all most all of us. As with any behavior-based skills there are those who are 'gifted', but this doesn't mean that effective discussion techniques, charismatic public speaking and presentation skills can't be learnt by practicing. Through learning the techniques we will also develop the ability to understand how the communication process works, so that we can adjust our approach to suit our entire purpose. Clarity of oral communication and well-developed interpersonal skills, when interacting in a group and also one-to-one, are attributes that will make us more successful professionals, students, and all round communicators.
1.4 Constructivism:

1.4.1 Introduction:

A constructivist approach to learning and instruction has been proposed as an alternative to the objectivists approach, which is implicit at all behaviorist and some of the cognitive approaches to education system. Objectivism sees knowledge as a passive reflection of the external, objective of the real nature. This implies a progression of "instruction," ensuring that the learner gets correct information or knowledge. Technology or innovation integration has developed drastically in recent years. Over the last three decades the instructional technology was meant for two uses in schools they are: learning about computers and using them to create basic skills of target and desired language. As this was being developed in schools, it turned more into computer heritage, where students learned many different things about the computer, which includes more terminology, programming, ethical and social uses of computing and much more activities during the process. In order to implement these technical aids, the teachers and staff are to be trained in the technology first and foremost, in order to help their students to learn effectively. Applying the constructivist theory with technology integration can allow the students to work to their fullest potential.

The term constructivism refers to the idea that learners construct knowledge for themselves. Each learner individually and socially constructs meaning as he or she learns anything. Actually constructing meaning is learning and there is no other kind. The dramatic consequences of this view are twofold:
1) Focusing on the learner in thinking about learning (not on the subject/lesson to be taught).

2) There is no knowledge which is independent of the meaning attributed to experience (constructed) by the learner, or community of learners.

If we accept constructivist theory (which also means that we are willing to follow in the path of Dewey, Piaget and Vigotsky and other constructivist proponents), then we have to give up theories like Platonic and all subsequent realistic views of epistemology. And we have to recognize that there is no such thing as knowledge as a whole "out there" independent of the knower or the learner, but the only knowledge we construct for ourselves as we learn is real. Learning is not understanding and perceiving the "true" nature of things, nor is it (as main proponent Plato suggested) remembering is simply perceived perfect ideas, but rather a personal and social construction of meaning out of the puzzling array of sensations which have no order or configuration besides the explanations (and here the researcher stress the plural) which we fabricate for them.

The more important question is that whether does it actually make any difference in our day to day work whether deep down we consider knowledge to be about some "real" world which is independent of us, or whether we consider knowledge to be of our own making or creation? The answer is exactly yes, it does make the difference, because of the first point as researcher suggested the above point but in our profession our epistemological views dictate our teaching and pedagogic views.
However, as the researcher has indicated above already, that constructivist theory requires that we turn our consideration by 180 degrees and we must turn our back on any idea of an all-encompassing mechanism which describes nature and instead look towards all those wonderful, individual living beings. And the learners whomever creates his/her own model to explain nature. If we accept the constructivist position we are inevitably required to follow a pedagogy which argues that we must provide learners with the opportunity to: a) interact with sensory data, and b) construct their own world.

1.4.2 Definition & Meaning:

Teaching philosophy on the notion that learning (cognition) is the outcome of “mental construction” students constructs their own indulgent by reflecting on their personal experiences, and by relating the new knowledge with what they have already known. Each student creates his or her own “schemas” and mental-models to make sense of the whole world, and accommodates the new knowledge (learns) by fiddling with them which are created by him/her already. One of its main principles is that, learning is seeking for meaning therefore to be effective or teacher must help the students to discover his or her own meaning. Constructivism in education system theory built around the idea that a human, especially as a child learns new material by constructing his or her idea of the world and then adds to or modifies this view in order to continuing the learning.

Constructivism is an epistemology, or an approach, used to explain how people know what they already know. The basic idea is that, problem solving is at the heart of thinking, learning and developing activity. As people solve problems and discover the
consequences of their actions through reflecting on past and immediate experience, they construct their own comprehension levels. And learning is thus an active process that requires a change in the learner. This is achieved through the activities that the learner engages in and out, including the consequences of those activities, and through reflection. Genuinely people only deeply understand what they have constructed by themselves.

1.4.3 Need of Constructivism:

Students are not blank slates on which knowledge is engraved or written. They come to learning situations with already formulated knowledge, ideas, and understandings of things and concepts. This previous knowledge is the raw material or basic platform for the new knowledge and the learner will create or invent new things and concepts. One of the first things a teacher must do when considering how to teach learners is to acknowledge and agree that each student does not learn in the same way as everyone is unique in their nature of learning. This means that if the teacher chooses to just one style of teaching (inquiry leaning, direct instruction, collaborative learning etc.) the students will not be maximizing their learning potentials obviously, a teacher cannot reach and understand each and every student on the same level during one lesson, but how ever implementing a variety of learning styles throughout the course allows all the students will have the opportunity to learn in at least one way that matches their learning styles. Much of the material used to educate students at graduate stage beyond primary school is largely text and lecture based which have significant restrictions and boundaries. While reading is a very important learning mode as generally accepted, not all students learn effectively from reading alone. Some students respond better to visual
and audio stimuli of lecture but often get lost in the material or lose interest in the presentation or teaching aspect. In this type of learning environments, students have limited opportunity to ask questions and doubts or may be uncomfortable in asking a question in front of the whole class. It is well known fact that many questions go unasked because of the above reason.

The recent interest in constructivism in education follows an almost spiritual and religious dedication to behaviorist pedagogy by the administrators and educational psychologists. Constructivism success may be due in part to the frustrations that educators experienced with behaviorist didactic practices. Beginning in the 1960s, behaviorism swept from the ground of psychology into education with an air of authority that was astounding. Schooling became structured around the its own premise that if teachers provided the correct stimuli, then students would not only learn the concepts which are taught, but their learning could be measured through observations of student behaviors. The behaviorist movement led to a long series of strategies for schools such as management by objective, outcome-based education and lecturer performance evaluation systems. Behaviorism in schools and colleges placed the responsibility for learning directly on the shoulders of teachers. Teachers were led to believe that if learning is not occurring, then it is their responsibility to restructure the atmosphere, determine the most appropriate reinforcement to promote the desired student behavior, or provide a negative reinforcement to smother unwanted behaviors.

After years of accomplishment, behaviorism fell short of producing positive effects within the complex context of the classroom and left instructors and teachers feeling shortchanged and cheated by a system that placed the guilt for students’ failure to
learn in their hands. We experienced the impact of behaviorism while working as teachers in public schools when all teachers were required to participate in two behaviorist based programs they are: Effective Teacher Training and the Teacher Performance Appraisal Systems. The first program is a series of behaviors that teachers are expected to perform in the classroom. Although the effective teacher training program is based on research of effective practices (for example: wait time of at least 4 seconds between asking questions during class discussions and that will automatically raises achievement), the program failed to take into account the difficulty of student cognition and the dynamics of fully modern classrooms. The Teacher Performance Appraisal System is an evaluation system that principals are being used to evaluate teachers. A principal would observe a teacher during instruction while inspection off's a series of behaviors that demonstrated effective teaching (for example: teacher movement around the classroom). Like Effective Teacher Training, the teacher evaluation program was based on discrete studies of effective teaching practices, but the sum of the behaviors did not necessarily make anyone a good teacher. It became commonly known that a teacher could exhibit the desired behaviors, get good ratings on the instrument and the corresponding positive evaluation by the principal, but not necessarily to teach a lesson where students would develop carrying great weight understandings. Teachers knew that the different programs failed to explain why students weren't learning and why instruction wasn't very effective. Subsequently the legacy of behaviorism and constructivism has been welcomed as a theory of knowing that which more fully explains the complexity of the teaching and learning process.
Since teacher cannot pour the information directly into a student’s mind, so all
the sensory inputs should be energetic. Let’s take an example: I can give my own
example, if we think of a time when we were taught lessons in lecture type the level of
learning is distinction against the time when I happened to teach. It is because I have
appropriately learned the materials or concepts better when I prepare to teach. This is
because I have constructed knowledge for me myself. Below is the list of different
methods of leaning. These percentages listed are represents the average amount of
information that is retained through that particular leaning method. Below are the
learning percentages with different types:

Lecture - 5%

Reading - 10%

Audio-visual - 20%

Demonstration - 30%

Discussion group - 50%

Practice by doing - 75%

Teach others/ immediate use of knowledge - 90%

Children learn further and enjoy learning further, when they are actively involved
in the lesson, rather than passive listeners like the furniture in the classroom. System of
education works best when it concentrates on understanding and thinking, rather than on
rote memorization or by-heart. Constructivism contemplates on learning how to think and
understand the conceptions. Constructivist learning is transferred also. In constructivist classrooms, students create organizing theories and principles that they can take with them to other learning settings.

Constructivism gives all students ownership of what they learn, since learning is based on students' questioning and exploration, and often the students have a experience in designing the assessments as well. Constructivist assessment engages the students' initiatives and personal investments in their research journals, reports, physical models, and artistic representations. Involving or engaging the creative instincts which develops students' abilities to express knowledge through a variety of ways. So students are also more likely to retain and transfer the new knowledge to real and physical life.

By grounding the learning activities in authentic, real-world contexts, constructivism stimulates and engages all types of learners. Students in constructivist classrooms learn to question things and not understood concepts and to apply their natural curiosity to the world outside. Constructivism promotes social and communication skills by creating a classroom environment that which emphasizes collaboration and exchange of ideas or thoughts. Students must learn how to expressive their ideas clearly as well as to collaborate on tasks effectively by sharing in group activities and projects. Students must therefore exchange ideas and so must learn to "discuss" with others and to evaluate their contributions in a socially acceptable manner. Because this is essential to be success in the real world, as they will always be exposed to a variety of experiences in which they will have to cooperate and find the way among the ideas of others.
In contemporary social conditions, schools and other educational institutions can’t be limited to promoting scholastic knowledge but curriculum should be extended for the social awareness and for eradication of the societal problems.

1.5 Audio-Visual Aids and the Constructivism Paradigm:

There is a wide inference of education that learning is no longer seen simply as the result of changing or gaining the knowledge. These days pedagogical strategies in employment in the latest ICT based learning are linked to constructivism paradigms. According to the constructivism, knowledge is established and considered to be socially as well as individually constructed. And learning is acquired and meaningful competences in a real circumstance. Learning is advanced through interactive and authentic experiences that match with the interests of the student. So the focus of teaching should be on the development of a suitable environment for constructing knowledge but it is not for transmitting. In this kind of environment the use of audio-visual aids can help to promote constructivist usage in the teaching and learning process. Hence contributing to the realization of meaningful genuine, active and reflective, problem based learning and error analysis method. It will also help the students to learn how to learn. Students here will be able to seek solutions to real world tribulations. The audio-visual based technological and pedagogical paradigm will help to slot in pupil’s curiosity and initiates learning that which leads to analytical and dangerous thinking. So the constructivist education aims at creating a learning context in a school where students learn how to learn in a learner oriented environment with importance on learning through
discovery and exploration and experiences and teacher as only facilitator who is expected to play a major role in this process.

The emerging need for preparing teachers for audio-visual enhanced constructivist teaching; audio-visual improved constructivist classroom practices make sure that teachers play a major role during the class. This means that opportunities in designing ICT based activities and amalgamating them in their classroom practice the constructivist ways are of great priority. The aim is to convince and make sure teacher have the ability of ICT as constructivist learning tool. This supposes to be done through their experiences and of their professional research paradigm. For this reason the development and implementation of appropriate learning prospects are very important for teachers’ professional development and crucial for the success of innovative approaches using audio-visual enhancements. Teachers need to be beyond the traditional teaching techniques and approaches and become acquainted with new methods in order to get a clear understanding of the educational purpose of technological tool in their instructional practices. The approaches to audio-visual integration in the current day education system should make the need for awareness of the advantages and possible difficulties of the proposed instructional practices for classroom teaching and learning just by means of psychological and sociological settings and technological paraphernalia for nurturing active and immediate learning among the learners in a constructivist way.

1.6 Constructivism in Second Language Classrooms:

While we have attempted to cursively examine the tenets of constructivism and how they could be used within a classroom setting, we have not yet addressed how these
can be used to foster second language learning. But first, we must examine the elements of a second language classroom setting in the initial stage.

First and foremost, students are not only learning about a language they are effectively learning a new system of thinking of the language. They will receive culturally rich data and information, along with new sentence types and vocabulary words. “Language learners require, as much second language acquisition research which indicates, a great deal of comprehensible input, or access to the data of the target language, but this access is most effectively provided by exposure to authentic texts and given curriculum, examples of genuinely communicative language use, rather than materials created solely for pedagogical purposes (such as, the traditional language drills, fill in the blank exercises, and invented dialogues still found in many language textbooks)”. Luckily exposure has proven much easier with the introduction of the Internet and computers in the education system and by incorporating them successfully along with the teaching.

Second is, second language learners require active and meaningful interaction to practice and question the language and in the target language that they are attempting to learn. Constructivist thinking argues to make real world based problems, particularly easy within the language learning classroom like words and vocabulary exercises and likewise all hold a meaningful and practical application of communication. This means that language holds a social importance and requires a more social constructivist approach for learning as learners will construct meaning based on interaction and dialogue within a community. Atkinson has argued that many linguistic theories have reduced the linguistic elements to words or symbols, devoid of any social meaning and or connection. This
reductionist view definitely ignores the social information that is packed into words and speech. Language is a social activity and requires a social approach in learning.

Thirdly, it is a critical to the language classroom for the learners to have some self-efficacy, or the ability to see them as able to accomplish achieving the target language. This amounts to a sort of projected self-confidence. In a language classroom, half the battle is to make the students motivated and confident enough to try to use the target language in their day to day conversations. In a social constructivist classroom, the social aspect of the classroom provides more confidence and more motivational meaning for the language learners, as they are actively working within a community to construct knowledge. And it is to determine the value of constructivism versus the more traditional method of information transmissions. The overall findings support that constructivist teaching methods resulted in a deeper understanding, higher self-efficacy and better academic learning.

Learning theory of constructivism incorporates an erudition process wherein the student gains their own conclusions through the creative aid and tool of the teacher as a facilitator. The best way to plan teacher worksheets, study skills and lesson plans for the students, is to create a curriculum which allows each student to solve issues while the teacher monitors and flexibly guiding the students to the correct answer as well as encouraging critical thinking.

Instead of having the students relying on someone else's information and uncomplaining it as truth, the students should be exposed to primary sources, data and the ability to interact with other students so that they can learn from the incorporation of their
experiences. The classroom experience should be an invitation for a numerous of different backgrounds and the learning experience which allows the different background students to come together and observe and analyze information and ideas.

Hands on activities are the best for the classroom applications of constructivism, critical thinking and learning the language. Having annotations take place with a daily journal which can help the students to better understand how their own experiences contribute to the formation of their theories and observational notes, remarkable observations, and then comparing them to another students' reiterates that different backgrounds and cultures create different outlooks, while neither is wrong, hence both should be respected.

Some strategies for classroom applications of constructivism for the teacher usually include having students working together and aiding to answer one another's questions. Another strategy includes designating a student as the "expert" on a subject and having them to teach the class with the teachers' recommendations. Finally, allowing students to work in groups or pairs and research controversial topics which they must suppose to present to the class.

Overall, the setting should include classroom applications of constructivism within a few key concepts and theories. The first is discovering and maintaining an individual's intellectual uniqueness. This forces students to support their own theories and ideologies in essence taking responsibility for their words and respecting those of others. The next component is having the teacher ask open ended questions and leaving time to
allow the students to think and analyze a response or answer, based on their experiences and personal inquiry. Open ended questions and critical thinking encourage students try to find more than just a simple response or basic facts and incorporate the justification and defense of their organized thoughts.

The next step is allowing constant conversation between the students and teachers. This engagement from the both the sides creates a discourse of comfort wherein all ideas can be considered and understood and the students then feel secure about challenging other hypotheses, defending their own thoughts, and supporting real-world situations with abstract supporting data.

These exercises and classroom applications of constructivism will allow children at an early age or a later age, developing the skills and confidence to analyze the world around them, which create solutions or support for developing issues and problems, and then justify their actions and words, while encouraging around them to do the same and with respect to the differences in opinions for the contributions, that they can make to the entire position. Classroom applications of constructivism support the philosophy of learning which supports and build a students' and teachers' understanding.

1.7 Audio-Visual Aids for Oral Communication:

During the past decade, two movements have emerged at the forefront of the language profession simultaneously: that of Computer-Assisted Instruction, and that of oral proficiency testing (OPT). Yet despite their growing popularity, these developments have paved separate paths and thus remain lamentably unrelated anymore. This is
particularly evident at professional meetings. More and more journal and research papers and panel discussions are dedicated to these topics, but never to both. And those who attend a session on computers are seldom seen at one dedicated to oral proficiency. It would therefore be prudent to provide brief descriptions of these movements for the benefit of their respective proponents. The advent of computers in the profession and as well as teaching have been a much more recent development, but equally as burgeoning.

A mere decade ago, these machines were the exclusive instruments of the sciences, costing millions of rupees and taking up entire buildings of space. Now it is rare to find a language department that does not have at least one micro computer in its office, if not a half-dozen of them occupying the carrels in the language lab. Shrinking and nano-machines and prices, plus growing memory and sophistication, have contributed to the movement, but so has a vast array of educational benefits formerly ignored in the humanities and arts. For example, computers are the ultimate in audio-visual aids whatever the subject we are teaching and learning.

It is unquestionable that learning is improved with multi sensory stimuli. Computers can take what was formerly lifeless text on a page and enhance it with graphics, animation, and by introducing sound to make the learning process captivating, challenging, and downright fun and more over making it real. Computers also provide immediate feedback rather than waiting. Those days-or even weeks-to see the results of a quiz or test, students can receive praise for their right answers, and help with their wrong ones, as soon as they are given their test or exam. Psychologists claim that this is the most effective manner to rein-forcing learning. Another attractive feature is that the computer can adjust to the pace of the student and it can mould according to the learner.
Those who can heave ahead are not held back by slower classmates; slow learners are not inhibited by faster ones in comparatively. Few teachers, no matter how dedicated they are, can afford to give every pupil such a time consuming, personalized attention grabbing. Finally, overall understanding of the education system is computerized instruction is interactive. Students cannot assume a passive role if the lesson is to be proceeded; they must pay attention, answer questions, push keys. As for the machines, they have an unlimited and no limits for the amount of patience, and can repeat a task endlessly without ever suffering boredom, fatigue, or inaccuracy; a capability that any educator can appreciate at the any point of time that he is using the technical aid in his learning. Considering all the above features, it is little wonder that computers are becoming an almost indispensable tool of the trade and doing any business. If nothing else, they accelerate and improve the performance of tedious, mechanical duties and thus allow us more time for our creative pursuits. It”s a matter of giving order and the result would be exactly as the order was given to them. The advantages of word processing alone would convince anyone to trade in the typewriter not to mention the filling cabinet, calculator, mailbox, grade book, calendar, and clock etc.

For all its technological wizardry, the computer movement has for the most of the part been a disappointment in methodology. Those at the vanguard of its development seem unaware of instructors like John Rassias stated; or methods such as total physical response, or the growing interest in oral proficiency testing. And the result is a combination of space age electronics and stone-age linguistics which means there is no comparison between the tool and the outcome. Part of the problem lies in the fact that technology has not come far enough in language learning. Language is a human
phenomenon that involves more than grammar, semantics and phonetics; it entails sounds, feelings, and cultural nuances automatically. But such things are not easily entered through a keyboard and displayed on a monitor with the latest computers available in the market these days. Until computers are provided ears and mouths, their language abilities will be severely limited. Nevertheless, progress is being made in "more humanizing" these machines. Researchers and scientists are providing them "mouths" by connecting them to tape recorders, videotape players, and speech synthesizers and audio-video players. Others are giving them "listening parts or ears" through the development of de-vices and software that allow users to enter information vocally through a microphone rather than by typing on a keyboard manually. It is conceivable that by the end of this century we will be able to "converse" with a computer in a pattern as though that exactly simulates communication with another human being.

Developing oral communication skills through audio-visual aid gives many benefits. As Vance describes that “learning English while watching the life events how they unfold is a very good way to retain new expression and sentence structures”. By using audio-visual aids especially video or film, can help the pupils to get new material (grammar, expressions, and social context) in a joyful and playful manner. This method can be successful in the class if only the teacher who know the activities as the follow up for the video or film that can be used and provided during the class. Hemi, states that the success of such an approach is dependent on techniques and methods as well as it will depend on the kind of the activities that the teacher offers in the classroom activities. There are many suggested activities and methods which have been proved successful by many teachers from the ages. But it is only three techniques that are chosen to be applied
in any class. Those are chosen because they are more feasible than the other techniques, they are as follows;

First and foremost thing is active viewing and global comprehension. This is necessary for students to take very active part in watching video aid that is using the class, because active viewing can not only channels and focus students’ attention on the main idea of the video presentation but also it will increase their memory and it gives lot of satisfaction of learning in a fun manner.

Secondly is the repetition and role play. If there are some difficult language points and concepts in the video lesson, closely controlled repetition is a necessary step to communicating way of production of language exercises. Replay; a scene with certain pauses for repetition either individually or in groups. When students have a clear understanding of the presentation and the dialogue to be spoken, get them to act out the scene using as much of the original version as they can remember this can make the students to produce their own dialogues in target language and they also create more interest. And when students become confident with role playing and are sure of vocabulary and language structures, a more creative activity can be introduced in which all students are asked to improvise the scene to fit their views of the situation and the characters that they are playing in the role play.

Next is dubbing activity. This can be implemented after a review of the video materials or when students have the necessary language competence. There are two ways to do it. They are playing the video material at first normal and playing the video again and turn the sound down at random intervals inviting students to fill in the missing dialogues orally by guessing with help of the context, because students may not
remember the exact dialogue but they can certainly remember the context. The second is to choose an interesting scene from the video and play it again. Turn the sound off then leaving the students with only the visual information. And asking the students to fill in the script in response to the visual cues and information they are receiving while they are viewing the video.

In a traditional way, some tools which have been given more importance. That includes direct experience like visits and expeditions to the real places, physical and genuine things like specimens in nature and in museums. These also involve pictorial or lithographic materials, graphic and plastic materials. In the current usage, optically projected materials, moving pictures are used thoroughly in the education system. All these aids are not easily available, nor are they all necessary in an everyday teaching and learning situations. Visual perception contributes to about 90% to all human learning channels. Visual aids help us to reach out objectives by providing emphasis to whatever is being said. Clear and genuine pictures multiply the audience's level of understanding of the materials presented, and they should be used to reinforce our message, clarify different concepts and points, and create excitement. Visual aids involve our audience and require a change from one activity to another: differing from hearing to seeing. When we use visual aids, their use tends to encourage gestures and movement on our part. This extra movement reinforces the control that we, the speaker, need over the presentation. The use of visual aids, then, is mutually beneficial to the audience and to us. Visual aids add impact and interest to a presentation or a class being taught with the help of audio-visual aids. They enable us to appeal to more than one sense at the same time, thereby increasing the audience's understanding and retention level simultaneously. With
pictures, the concepts or ideas we present are no longer simply words, but words plus images together.

1.8 Reasons for Choosing Topic:

In the present day, we can find most of the classrooms are well equipped with technology and turned into digital classrooms. We can encounter many teachers who fail in the classes while teaching lessons by using different electronic audio-visual teaching aids, because they are less aware of audio-visual aids. However, the modern classrooms are accessed to the most innovative technology as great help to make the teaching effective. But teachers of English at school and even at college level do not make use of audio visual teaching aids to teach English because of the lack of knowledge of using audio-visual aids. Even when I was a teacher, I failed to use audio-visual aids in many classes because of lack of knowledge in using them where I worked as teacher. Audio-visual aids are designed not to replace teacher or words but to strengthen them. Since the age of automation and technology has presented to education a vast array of instructional material and equipment in order to make the teaching enhanced and enriched, if only we use them effectively we can get the rich fruit out of it.

1.9 Research Questions:

Keeping in mind the necessity of effective use of digital classrooms in my research, I will be attempting the following:

- What is the importance of audio-visual aids to develop oral communication skills?
How can I relate constructivism in audio-visual aids usage to incorporate communication skill?

What are the effective ways of using audio-visual aids in developing target language?

1.10 Target group:

The target group consists of 50 students who are studying higher secondary level (B.Tech) in Usharama College of Engineering, Vijayawada. They are about 21 to 23 years of age.

1.11 Hypotheses:

- Effective use of audio-visual aids develops oral communication skills compared with traditional methods of teaching.

- Using audio-visual aids in a constructivist approach would increase the level of learning in all types of learners.

- Audio-visual aids are not explored effectively in Andhra Pradesh B. Tech colleges for developing oral communication skills.

- Teachers’ less awareness of the effective use of audio-visual aids is resulting low level learning in the learners.

1.12 Aim of the Study:

- To find out the existing use of audio visual aids.

- To create an awareness about projected and non-projected audio visual aids.

- To find out how effectively audio visuals can be used in developing oral skills.
1.13 Conclusion:

In this chapter the researcher had described, what are the audio-visual aids, how are they classified and how they are useful in language classroom are explained primarily. And what are oral communication skills and its importance in general and in particularly to the students and also the researcher described how a computer can be utilized as a best teaching aid and role of language laboratory in an educational system which has been discussed clearly. I have explained what constructivism is in general and its need of constructivism in the present day education system. It also looked at reasons for choosing this topic, research questions and aim of the study. In the next chapter review of literature and how we can use audio-visual aids for developing oral communication skills and thus will be discussed.